Assessment & Accountability
September Update

September 12, 2018

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Welcome

- Type your questions in the questions box.
- Send a chat if you need technical assistance.
- Presentation is posted as a document.

Accountability Coordinators

Kevin Whitman
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Four-year Cohort Grad Rate

- Preview Application now open.

  - Visit the [Cohort Grad Rate Preview application](#).

  - View your current and future cohort members and their graduation status.

  - Submit supporting documentation for transfers.

  - Appeals window opens in October.

To do in the Preview Application

1. Submit documentation to remove students with the following exit codes:
   - 2B – Within Idaho to Private School or Federal/State Testing
   - 2C – Transfer out of Idaho to US Public or Non-Public Setting
   - 2D - Transfer out of Country
   - 2E – Within Idaho to Homeschool

2. Contact the receiving school on the status of students with the following exit codes:
   - 1B – Within District to Different Public School
   - 2A – Within Idaho to Different Public School

3. Contact your district's ISEE coordinator to correct the data displayed in the application.

Four-year Cohort Grad Rate FAQ

1. **Do I need to resubmit ISEE files?**
   - YES if the data were incorrect or missing at the time of submission.

2. **Will resubmitting ISEE files reduce the number of appeals for me?**
   - NO unless you have many foreign exchange students or homeschooled students who were incorrectly coded.

3. **Can I resubmit prior years' ISEE files?**
   - YES. Contact our support desk at 208-332-6987 and ask for our ISEE Regional Coordinator for further assistance.

Five-year Cohort Grad Rate

- Appeals Window Opens in October

  - URL: TBD

Accountability Reporting

- In August and September, the SDE published lists of schools that were:
  - Identified for CSI Up
  - Identified for CSI Grad
  - Identified for TSI
  - Top Performing
  - Goal Makers

Accountability lists available

- All accountability lists are available on the SDE site under the [Accountability](#) tab.

College Entrance Exams

Melanie Jones
Assessment Coordinator
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PSAT School Day

- Primary date: Wednesday, October 10
- Alternate date: October 24
- Optional, paid assessment for 10th graders.
- 11th graders are not covered by state.
- Combo of site based and district level activities.
- Bulk Registration – for all 10th and eligible 11th graders.
- Bubbling in permitted for any one eligible but who did not make it on pre-ID upload.

PSAT Key Dates and Deadlines

Activity	Due Date	Notes
Test Ordering or changes to original order	9/12	Completed in test ordering site. Code needed. **Bulk registration does not create test material order.**
Bulk Registration	Submit on or before 9/13 No late files accepted after 9/20	Pre ID labels received by 9/26 Pre ID labels received by 10/3
Test Materials Arrive in schools	9/24-9/28 10/17 for alternate test date.	

Schools participating in Oct. 24 test date, deadlines above still apply.

Bulk Reg. Tips from College Board

- When using access code for first time, be sure to select institution name provided in the email sent with code.

- Do not change template or headings.

- Complete required field including state EDUID in student ID field.

- Districts with multi school upload, include all students for all schools, ensure students are assigned to appropriate AI code for their school.

- Include a Y in PSAT/NMSQT Test Admin Indicator field.

- Birthdate: MMDDYYYY.

- Thursday last week, juniors received error message. This should be resolved. Please resubmit as needed.

- After all validations are successful, click "submit request." File has not been submitted until you see green thumbs up.

Upload   Pending Validation   Fix Errors/Warnings   Validate Changes   Submit Request   Done

Sharing PSAT Results

- [Sharing Results CB Resources](#)

- [College Board PSAT Resource Library](#)

- One of several measures, but a powerful tool to begin conversations around career and college readiness, as well as College Board benchmarks.

- Resource library above contains links, presentations, resource flyers for students and parents. Scores are ideally accessed along with resources on what scores mean and how academic skills can be strengthened.

- PSAT allows students to understand what their answers were and what they mean for improvement, including SAT practice on Khan Academy.

- For questions on National Merit: www.nationalmerit.org

Questions?

Melanie Jones | College Entrance Exams Coordinator

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www.sde.idaho.gov/assessment/college/

ISAT System

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New documents on the Portal

- Burmese and Illustration Glossaries FAQ.
- Enhanced ELA/Literacy & Math Blueprints.
- Test Security Agreement for 2018-2019.
- AIR Ways Reporting Quick Guide.
- 2018-2019 Dual Enrollment in TIDE Quick Guide.
- Network Troubleshooting Checklist and the Audio Troubleshooting Checklist.
- Smarter Balanced Digital Library Factsheet.

Secure Browser

- The updated Secure Browser for 2018-2019 is available.
- Last year's browser will be supported only until November 30, 2018.
- From the Portal Home page, click on "Secure Browsers" on the right side of the screen.

ISAT Interim Assessment window is OPEN; closes 3.13.19

Interim Assessment: What's New?

What's New for the 2018–19 School Year?

As part of Smarter Balanced's commitment to fully accessible assessments and to support the nation's transition to Unified English Braille (UEB), we have added UEB files to each item in the IAB. Each item is now available in English Braille American Edition (EBAE), UEB, and Nemeth.

ELA/Literacy	Mathematics
English Braille, American Edition (EBAE), contracted	English Braille, American Edition (EBAE), contracted with Nemeth
English Braille, American Edition (EBAE), contracted	English Braille, American Edition (EBAE), uncontracted with Nemeth
Unified English Braille (UEB), contracted	Unified English Braille (UEB), contracted with Nemeth
Unified English Braille (UEB), uncontracted	Unified English Braille (UEB), uncontracted with Nemeth
	Unified English Braille (UEB), contracted with UEB Technical
	Unified English Braille (UEB), uncontracted with UEB Technical

Air Ways & *Teacher Hand Scoring*

- THSS now incorporated into Air Ways, our data tool specific to Interim Assessment
- New Resources:
  - Interim Assessment Quick Guide
  - AIR Ways Reporting Quick Guide
- ELA Essays have Artificial Intelligence Scoring option

ISAT score reporting

There are three reports all teachers should be reviewing now (Fall) for their current students, by class, (roster):

- Individual Student Reports
- Claim Report (by student)
- Classroom Target Report

Claim Report

Scale Score	Achievement Level	Reading Achievement Category	Writing Achievement Category	Listening Achievement Category	Research/Inquiry Achievement Category
2682±31	Level 4	✓	✓	▨	▨
2666±28	Level 4	✓	✓	✓	✓
2635±25	Level 3	▨	✓	▨	✓
2620±24	Level 3	▨	✓	✓	▨
2618±26	Level 3	✓	✓	▨	▨
2601±23	Level 3	▨	✓	▨	▨
2600±25	Level 3	▨	✓	▨	▨
2585±23	Level 3	▨	✓	▨	▨
2583±22	Level 3	▨	✓	▨	▨
2580±25	Level 3	▨	▨	▨	✓
2580±25	Level 3	▨	▨	▨	✓
2562±24	Level 3	▨	▨	▨	▨
2535±24	Level 2	▨	▨	▨	▨
2484±24	Level 2	⚠	⚠	▨	⚠

Legend: Claim Achievement Category

⚠ Below Standard   ▨ At/Near Standard   ✓ Above Standard

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Reading		
Literary Texts		
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	⬤ near	— worse
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	⬤ near	= similar
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	✔ above	= similar
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.	✔ above	= similar
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	★	★
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	✔ above	✚ better
Target 7 (Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	★	★
Informational Texts		
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	✔ above	✚ better
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	⬤ near	= similar
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	✔ above	✚ better
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	⬤ near	— worse
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	⬤ near	= similar
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze the impact of those choices on meaning or presentation.	✔ above	✚ better
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	⚠ below	— worse
Writing		
Narrative		
Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	⬤ near	= similar
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	★	★
Explanatory		
Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	✔ above	= similar
Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	★	★
Argumentative		
Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	⬤ near	= similar
Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	✔ above	✚ better
Writing		
Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	✔ above	= similar
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit	⬤ near	= similar

Legend: Performance Relative to Proficiency

✔ Performance is above the Proficiency Standard

⬤ Performance is near the Proficiency Standard

⚠ Performance is below the Proficiency Standard

★ Insufficient Information

Legend: Performance Relative to the Test as a Whole

✚ Performance is better than on the rest of the test

— Performance is similar to performance on the test as a whole

— Performance is worse than on the rest of the test

★ Insufficient Information

Reminder

- All adult users in TIDE will be prompted to update their password for 2018-2019 upon first log-in
- Anyone administering an assessment must participate in the TA Certification Course each year

TA Certification Course

Supporting Schools and Students to Achieve

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Special Education Assessments

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Greetings from the Alternate Universe

- ISAT-Alt = Idaho Alternate Assessment
- Idaho Alternate Assessment = IDAA
- No changes to assessments
- IDAA ELA & Math for high school
  - Transitioning to grade 10
  - Assessing grades 10 & 11 this year
  - Testing window opens 2/25

1.0% Cap on IDAA Participation

- IDAA participation rates over 1.0%
  - 2nd year in a row
  - ELA 1.1%, Math 1.2%, Science 1.1%
- Waiver extension request
  - Public Comment open until 9/24
  - Assessment & Accountability homepage
  - Due to USED 10/1
- IDAA participation oversight & support

IDAA Participation Decision-Making

- IDAA Participation Decision Making Module
  - Posted to ITC last spring
- IDAA Participation-Learner Characteristics Inventory Decision-Making Matrix
  - Optional form
  - Release and tutorial coming

Contact me with questions...

Karren Streagle, Ph.D. | Alternate Assessment Coordinator

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Science

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Science Update

- **The Year of Awareness**
  - The Academic department are supporting professional development in implementing the new science standards.

- **The Year of Transition**
  - The Assessment department will include new science items on the 5th grade assessment in Spring 2019, and offer an 8th grade optional field test.

English Language Proficiency

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WIDA – Year at a glance

- WIDA Screener – For new students after Home Language Survey results reviewed.

- Reminder – Have 30 days to screen a student from their date of registration.

- Reminder- Check ELMS prior to administering screener.

- Access to ELMS is through District ISEE Coordinator.

WIDA Certifications

- 2018-2019: ACCESS 2.0 certification required.
- 2019-2020: WIDA Screener certification required.
- New staff should certify in any WIDA assessment administering.
- Training modules off WIDA's secure site.

Dates and Resources

- WIDA has a new website: www.wida.wisc.edu

- Idaho's WIDA Consortium Member page:

Checklists and Test Preparation

- Checklists and contact information off the Idaho WIDA page.

Requirements and Resources

See below for state-specific information and resources related to ELL assessment, including your state's ACCESS for ELLs Checklist, where you can find each step in the ACCESS testing process from beginning to end.

ACCESS for ELLs Checklist | State-Specific Directions | Identification and Placement Guidance

State Testing Requirements   +

Manuals Now Available

- The 2018-2019 ACCESS Test Administration Manuals and District Test Coordinator Manual are now available in the Download Library.

- The Accessibility and Accommodations Supplement is now in the Resource Library off the WIDA website.

Any WIDA Questions?

Melanie Jones | ELPA Coordinator

Idaho State Department of Education

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208 332 6933
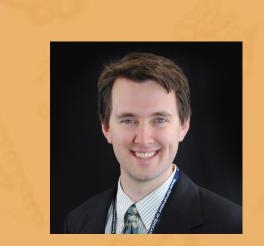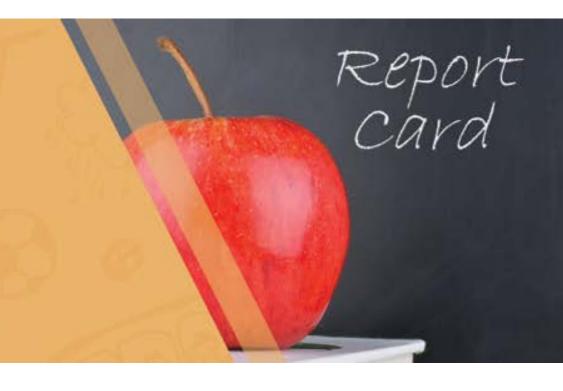
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www.sde.idaho.gov/assessment/elpa/

NAEP

Paul Kleinert
NAEP Coordinator
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Provide School Information

- Principals.
- Principal assigned school coordinators.

- Emails sent out on 8/24 and 9/6.
- If you received one and haven't registered on [MyNAEP](), please do so.

Don't Provide School Information

- If you haven't received an email, you're probably not participating.

- Please double check your email if you normally do participate.

Idaho Reading Indicator

Heidi Arrate
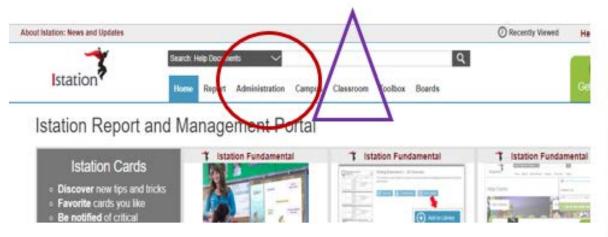Assessment Coordinator
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Idaho Reading Indicator

Topics reviewed

- How do districts check to see if a student has already tested?
- What is the difference between ability and percentile scores?
- Screening scores vs. benchmarks
- How to access the Test Incident Log?
- IRI Fall Testing window closes September 28.
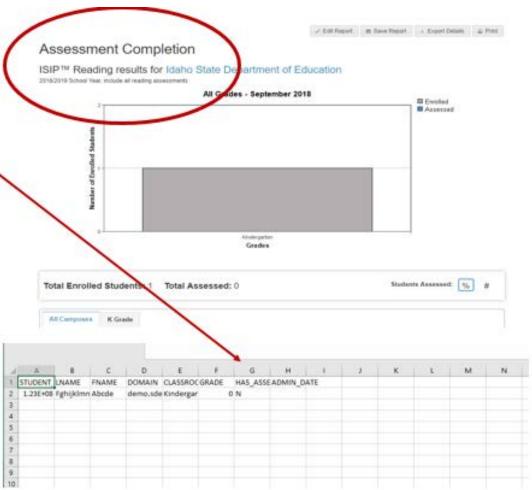- Upcoming Trainings
- Resources
- Support

Checking scores from Campus or District Level

1. Click on the Administration Tab/*Classroom Tab*

2. Scroll down & click on the Assessment Completion Report link under Related Reports

3. From this report they can drill down, or they can simply Export Details (tab at top right of screen) column G will show "Y/N" if the student has assessed, or not. Column H will show the date of when.
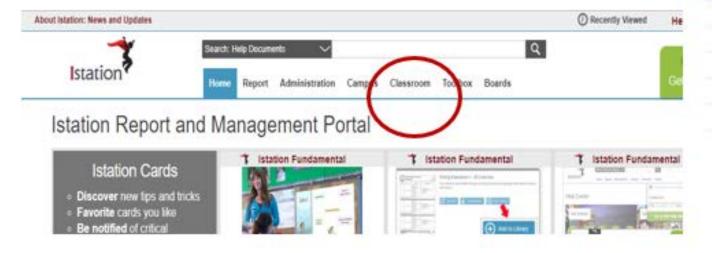
Checking scores from Classroom Level

- 1. Click on the Classroom Tab
- 2. Students will be listed in alphabetical order
- 3. Incomplete or Complete will be listed in the column to the right of the student's name.
- * The Assessment Completion Report only available to manger level educators.
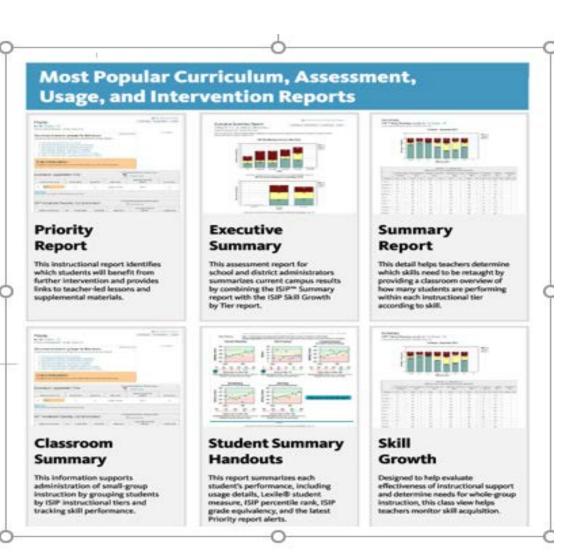
Ability vs. percentile scores

- **ISIP Summary Report**
- **ISIP Skill Growth Report**
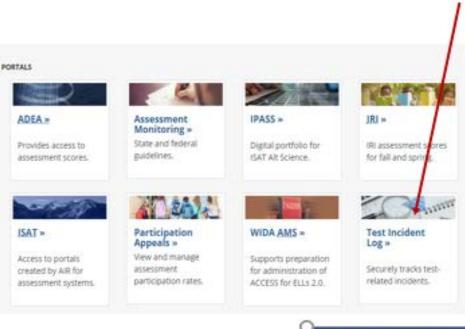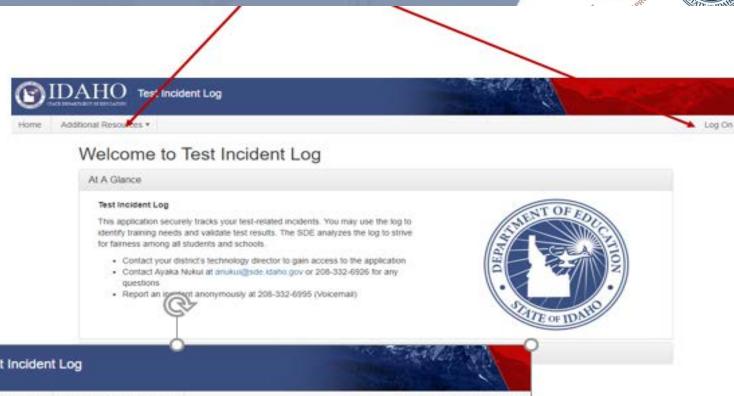- **Student Summary Report**
- Lexile Report

Fall IRI Scores

Fall Benchmark

Assessment Month	Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
August	< 169	169-177	> 177	< 190	190-199	> 199	< 209	209-218	> 218	< 223	223-232	> 232
September	< 171	171-180	> 180	< 192	192-201	> 201	< 210	210-219	> 219	< 224	224-234	> 234

Spring Benchmark

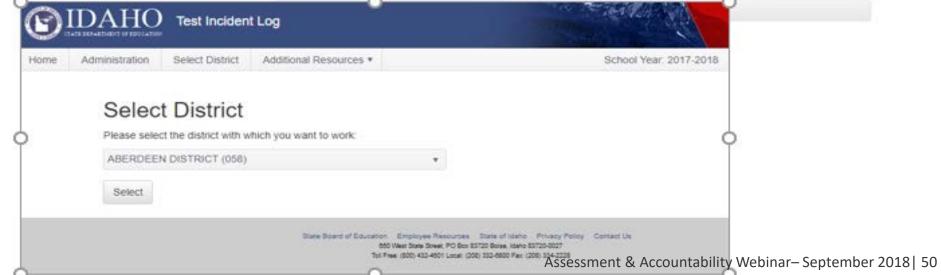|												
May	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243

Test Incident Log

Test Window Closing Soon

❑ The IRI Test Window closes September 28th. Please make sure all students have been tested.

❑ Please ensure all students have finished their tests.

❑ Please make sure any test improprieties have been entered into the Test Incident Log.

❑ You do not need to upload any data to the SDE.

Upcoming Training

- September 28th Region 1 – North Idaho College in Coeur d'Alene
- September 27th Region 2 – LCSC (Lewis-Clark State College) in Lewiston
- October 12th Region 3 – BSU (Boise State University) in Boise
- October 11th Region 3 – BSU (Boise State University) in Boise
- October 10th Region 4 – CSI (College of Southern Idaho) in Twin Falls
- October 9th Region 5 – Mountainview Event Center in Pocatello
- October 8th Region 6 – Hilton Garden Inn & Suites in Idaho Falls

- ½ day training sessions (8:00-12:00 with an optional collaboration hour afterwards)

Resources

- Padlet link-[Istation Overview-Idaho](#)

- New Edmodo Information

Idaho State Department of Education Assessment & Accountability Networking Group 2018-2019

New group code: z5tvmd

Small group name: New IRI-ISIP ER by Istation

Support

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Idaho Reading Indicator

Literacy Intervention Program

Science and End of Course Assessments

Contact Istation

Mon. – Fri. 7:00 AM to 6:30 PM CT.
E-mail – support@istation.com
Phone – 866-883-7323, press 2

E-mail Support Services

Idaho Reading Indicator

Final Questions?